# **DLLP FACILITATOR GUIDE MODULE 5**

Formative Assessment of Language in Content Area Learning

**At a Glance**

**PLC Focus**

* This is the first of two modules where the focus is on formative assessment of language in the content areas
* Review the DLLP Theory of Action introduced in Module 1, with a focus on Teacher Outcomes
* Consider connections between the DLLP high-leverage language features and existing lesson plans
* Plan for implementation of the DLLP during content area lessons for the purpose of formative assessment of language.

**Materials needed**

* Copies of Module 5, Handout 1, and Activity Sheets 1 and 2
* Handout 1 from Module 1, and Handout 1 of 8 DLLP features from Module 2
* Module 5 Audio PowerPoint presentation (you will need a projector and audio capability)
* Module 5, Handout 2 in case participants want to try self-assessment with their students (this can also be introduced in Module 6, if preferred)

**Module Sequence**

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| **Section** | **Purpose** | **Resources** |
| **Review the focus**  | Orient participants to the session’s content. | Focus is written above and in Facilitator Guidance below,Handout 1 from Module 1 |
| **Connection (6 minutes)** | Share experiences about implementing the DLLP during the three-week break since Module 4.  | Handout 1, 8 DLLP features from Module 2 |
| **New Content (10-12 minutes)** | To develop participants’ understanding of how the DLLP high-leverage features can be connected to existing content lesson plans for the purpose of formative assessment, and next instructional steps teachers might take based on evidence. | Module 5 Audio PowerPoint presentation, Module 5, Handout 1  |
| **Discussion (20-25 minutes)** | Continue to develop participants’ understanding of how the DLLP high-leverage features can be connected to existing content lesson plans for the purpose of formative assessment, and next instructional steps teachers might take based on evidence. | Module 5, Handout 1, Activity Sheet 1, Handout 1, 8 DLLP features from Module 2 |
| Next Steps and Closing (6 minutes) | Preparation for implementing the DLLP in content lessons for the purpose of formative assessment. | Module 5, Activity Sheet 2 |

**Facilitator Guidance**

Welcome participants. Before you begin the PLC remind them that the first four modules in the series of six focused on developing an understanding of the Dynamic Language Learning Progression and implementing it in the classroom to find the ‘best fit’ for their students’ language use. Tell them that in the next two modules they will build on that prior learning and focus on using the Dynamic Language Learning Progression for the purpose of formative assessment of language in content area learning. Refer to Handout 1, Module 1 (shown below).



**Some more reminders for participants:**

1. The goal of the modules is for participants to learn about implementing the Dynamic Language Learning Progression. As an approach to supporting the language learning of all students, it is particularly valuable for monitoring and supporting the language of English learner students;
2. The Dynamic Language Learning Progression is intended to be used for formative assessment and to guide next steps in language learning;
3. The Dynamic Language Learning Progression is research-based and empirically validated, and has been piloted across the country as an approach to supporting language learning in the content areas;
4. Formative assessment is not standardized, high-stakes testing. Therefore, participants are **NOT** required to keep a record or notes of what they learn from formative assessment about their students’ language learning. Instead, they should fit the use of the Dynamic Language Learning Progression into whatever they currently do, for example, taking notes while they are listening to students, audio-recording language, noting what they think students need next;
5. When implementing the Dynamic Language Learning Progression for formative assessment of language in content learning it is best to start small, for example, one high-leverage feature in one content area, with a few students;
6. In the early stages of their DLLP implementation, pilot teachers found it difficult to focus on both language and content learning simultaneously. These modules focus only on formative assessment of language in content learning. As they continue to implement the DLLP in content lessons, participants are encouraged to focus first on formative assessment of language. With practice, they will eventually be able to engage in formative assessment of both language and content simultaneously;
7. Ultimately, students can be involved in assessing their own language development on the DLLP. We have found that students as young as second-graders are able to think about their own language learning with teacher support. Participants are recommended to become more familiar with the DLLP implementation before introducing student self-assessment, although there is no hard and fast rule about when they should include students in the process. Module 5, Handout 2 is provided in case participants want to try self-assessment with their students;
8. Participants will not need to develop separate lessons for formative assessment of language. Instead, they will be focusing on how to connect the DLLP high-leverage features with content area lessons;
9. Participants will not be given suggested strategies for how to support language learning in their content area lessons based on the evidence they obtain. Instead, participants will be expected to devise their own strategies based on their knowledge of the students, the particular content area and language learning goals, and their collaboration with peers.

**Review the focus of the PLC.**

Let them know what the focus of this PLC will be.

**Facilitator:** *In this PLC we’re going to begin implementing the Dynamic Language Learning Progression for the purpose of formative assessment of language in content area lessons. We’ll focus on:*

* *Reviewing the DLLP Theory of Action introduced in Module 1, with a focus on Teacher Outcomes;*
* *Considering connections between the DLLP high-leverage language features and existing content lesson plans;*
* *Planning for implementation of the DLLP during content lessons for the purpose of formative assessment.*

**Connection: Activity 1 (6 minutes)**

Each participant should have a copy of Handout 1, 8 DLLP features from Module 2 to refer to, if needed.

**Facilitator*:*** *Since the last PLC you have had a three-week break so that you could either practice finding more of your students’ ‘best fit’ on the DLLP for the language features, Sophistication of Topic Vocabulary and Sophistication of Sentence Structure that we focused on in the modules, or practice finding the ‘best fit’ on the DLLP by focusing on other high-leverage language features that matched the anticipated language needed to support the content you were teaching.*

In a round-robin, ask each participant to share their experience of practicing implementing the DLLP.

[The purpose of this sharing out is to reconnect participants with the DLLP and its implementation. As they share out, ask questions such as *“did you find implementation easier the more you practiced? What might have made implementation easier? Were there aspects of your students’ language use that surprised you? Did you start thinking about instructional next steps once you determined a student’s ‘best fit’ on the DLLP?”*]

**New Content: Audio Slide Presentation (10-12 minutes). Participants will need to refer to Module 5, Handout 1.**

Let participants know that they are now going to engage with new content through an audio PowerPoint presentation. Then use the prompt below.

**Facilitator*:*** *In this presentation, we are going to focus on how we can make connections between your content area lessons and the DLLP high-leverage language features.*

[Module 5 Audio PPT].

**Discussion: Participants will need to refer to Activity Sheet 1 (20-25 minutes)**

Use the following prompt to begin your discussion.

**Facilitator:** *Now that you’ve listened to the presentation and have an idea of how the DLLP high-leverage features can be connected to content area lessons, we are going to think about DLLP connections to an English language arts (ELA) lesson.* [Direct participants to Module 5, Activity Sheet 1]*. This is a segment from a lesson designed to help students understand the contemporary context of Lincoln’s speech. The link is provided in case you want to look at the complete lesson or review the unit from which it is taken. This lesson segment is illustrative and you are not being asked to teach it.*

*You also have Handout 1 from Module 2 with the DLLP high-leverage features to help you. So let’s take a moment to review the lesson content.*

[Give participants time to review the lesson content.]

**Facilitator***: Now we are going to connect some of the DLLP language features to this lesson segment content. Let’s begin with Sophistication of Topic Vocabulary. What core vocabulary would you anticipate that students would be acquiring in this lesson from examining and describing the photographs to build historical context?*

[Give participants the opportunity to brainstorm as a group what core vocabulary they would anticipate being generated from the photographs. If they need prompting, use the information for Activity Sheet 1 provided below. This feature is likely the easiest for participants and they should try at least two others, or more if time permits. Let them choose which other features they would like to focus on (spend about 10 minutes on this part of the discussion).

Next, select at least two language features identified in the ELA lesson and, referring to the handout with the eight high-leverage features (Module 2, Handout 1), ask participants what instructional response they would make to advance one of the features from the ‘Emerging’ phase. Do the same with another anticipated language feature identified in the ELA lesson, but this time plan the instructional response if the ‘best’ fit were ‘Developing’ phase. Time permitting, do the same activity for another language feature identified for the lesson.

Underscore for participants that the purpose of formative assessment is to use information from the evidence they have collected to make an instructional response intended to advance language, and that there is no one single correct instructional strategy based on the ‘best fit.’

The anticipated DLLP features for this lesson are shown below. Feel free to share these with participants at the end of the discussion time after they have come up with their own ideas.

Emphasize that when the generate vocabulary, sentence structures etc., for their own content lessons, it’s best to do with colleagues to share the load and to build expertise together.]

**Activity Sheet 1**

**Vocabulary: Sophistication of Topic Vocabulary**

* **Possible Core Vocabulary:** *Soldiers, President, general(s), military, (Union) army, families (woman and children), battlefield, canon, men, camps, tents, groups, meeting, cooking, working, the dead, (harsh) conditions, grim, stoic, upright, tall, tired, strong, resolved, weary, blank look…* [core because they are predictable and likely used by many students in the class]

**[Note: Topic Words used in the prompts not given credit on the DLLP]:** *time, people, place, picture, photograph, political context,**facial expressions, happening*]

* **Possible Related Vocabulary:** *gathering, camera, looks like, appears, seems to be, battle, destruction, fight, weapons, aftermath, depressing, tedium, hard, difficult, desolate, camp followers, camp kitchen, kettles, provisions, daily life, formal/informal (dress), poverty…*
1. **Sentence Structure: Sophistication of Sentence Structures**
* **Descriptive noun phrases:** require use of adjectives (noun modifiers) to provide pertinent, vivid details such as *the desolate, now quiet battlefield…, the tired blank look on the face of the woman…*
* **Prepositional phrases:** extending the length of sentences with precise details about location, possessions, actions etc., of people or objects in the photographs (e.g., *The woman with the basket on the barrel in front of the tent…, The soldier with the sword; The man standing next to the President…)*
* **Wide variety of additional sentence structures:** including simple statements with the linking verb “to be” (e.g., *The president was tall*), as well as complex sentence structures requiring clause embedding (e.g., *Families joined the soldiers in the army camps because the soldiers still needed cooks)*
1. **Discourse: Coherence/Cohesion**
* Coherence established by organizing the content of the caption into clear concise explanations of who, where, and what is happening in the photograph. Information is logically ordered for reader (e.g., people not introduced after description of their actions are given)
* Cohesion established by initial use of full nouns followed by the unambiguous use of pronouns for these nouns when referred to in later sentences in the explanation (e.g., *The President stood before the generals. They [=generals] were encouraged by him [=President].*)

**Next Steps and Closing (6 minutes) Participants will need Module 5, Activity Sheet 2.**

**Facilitator:** *Between now and the next PLC, you are going to implement the DLLP in one content area lesson for the purpose of formative assessment. You can start by focusing on two students, but if you feel confident that you can handle four students, then go ahead and do that. Let’s review Handout 5, which you saw on the PowerPoint presentation.*

[Encourage participants to discuss the lesson template, asking questions such as *“what do you like about this template, what would you want to change to make it work better for you?* Participants should understand that the lesson template is not prescription but rather a suggested way of getting started. They should feel free to adapt it in any way that makes it more useful for them. All participants need to complete page 2 of Activity Sheet 2 – taking action based on evidence is the essence of formative assessment.]

Let participants know that they should complete Activity Sheet 2 and bring it to the next PLC to discuss with everyone.

If it seems appropriate, provide participants with Module 5, Handout 2 for student self-assessment, or, if preferred, you can wait until the end of Module 6.

Thank everyone for their participation and let them know the date and time of the next PLC.